



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

primarily sociologists" are selected, namely, Ward, Cooley, Todd, Ellwood, Ross, and Hayes, and to each a chapter is given.

The central idea from Ward is the importance of knowledge in "the conscious direction of social processes" and the great waste of "talent among the masses" for lack of knowledge. Cooley sees the school as "a primary group where persons live together in a common consciousness of interests and aims." Todd finds that "social progress requires a type of personality whose dominant interest centers in the social service ideal." "Social education is therefore the fundamental method of progress." In his exhibit of Ellwood's ideas the author says: "There is an inspiring optimism to the educator in the researches of social psychology. His work takes on a deeper significance. He finds that education persistently and scientifically applied will achieve great results in the advance of the human race, and that it is the only thing that will." From Ross seven sociological principles are selected for exposition, the last one being "education as protection against mob mind." In Hayes the distinctive feature is direct moral training as a means of social control.

The final chapter is "Educational Sociology." The author names three factors as important for this subject: "(a) A study of the theories and principles of sociology"; "(b) Sociology furnishes us with social aims. These aims provide the underlying purposes of education"; "(c) The school is the main agency for the realization of social aims."

F. R. CLOW

STATE NORMAL SCHOOL
OSHKOSH, WIS.

Rural Child Welfare. Under the direction of EDWARD N. CLOPPER.
New York: Macmillan, 1922. Pp. 355. \$3.00.

This book is one of a series of surveys of child welfare made by the National Child Labor Committee. It is the first one, however, which deals exclusively with the rural problem. It is based on conditions existing in West Virginia. The principal subjects handled in the book are "The Rural Home," "Child Labor on Farms," "Rural School Attendance," "Dependency and Delinquency," "Taxation and the Child," and "Child Welfare Laws."

The book is filled with much useful illustrative material and makes excellent summaries as well as recommendations for constructive work. The introductory chapter makes a valuable statement of standards of

child welfare, while the concluding chapter outlines a program of child-welfare legislation.

That conditions in rural districts are in serious need of improvement is clearly demonstrated by the facts presented and that an adequate program of constructive work has heretofore not been attempted is equally evident. The recommendations on the whole seem well adapted to the needs of the state, but it is unfortunate that the National Child Labor Committee should be sponsor for a statement such as the following in regard to the unmarried mother: "If the mother does not care to have the court declare the name of the father of her illegitimate child, it should remain undeclared forever." A number of valuable tables are given in the Appendix.

This survey should be valuable not only to West Virginia but to other American states as well in that the conditions presented in the book are without doubt very similar to those that may be found in other parts of the country.

GEORGE B. MANGOLD

THE MISSOURI SCHOOL OF SOCIAL ECONOMY

London of the Future. By The London Society under the Editorship of SIR ASTON WEBB, K.C.V.O., C.B., P.R.A. New York: E. P. Dutton & Co., 1921. Pp. 286. \$15.00.

London, including under that term the whole area under the control of the metropolitan police system, had a population at the last census of seven and a quarter millions. Present-day writers assure us, however, that the actual "effective" population, including in that number all the people whose daily occupations take them to and from the city, is probably eight millions and more. This is a larger population than the combined populations of Australia, New Zealand, and South Africa. London is a nation within a nation.

Not only has this population of London increased steadily for more than a hundred years but the complexity of the relations in which every individual in this vast community is bound to every other has multiplied at an equal or even greater ratio.

But London is not only the capital of a great nation; it is the capital of a vast empire, the limits and responsibilities of which have been enormously increased as a result of the world-war. No such concentration of population, of power, and of responsibility has ever existed before or is ever likely to exist again—for the process of decentralization which